

# Plattsburg Public School Annual Report



2016



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## Introduction

The Annual Report for 2016 is provided to the community of Plattsburg Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Ellen Bax

Principal

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### Message from the Principal

2016 has been a particularly busy year with our Cultural Performance Group delivering some spectacular and quality performances across the Callaghan Education Pathways. We again experienced high levels of mobility with most classes having a 30% roll over in students. Our community enjoyed their annual whole school performance with our P&C working tirelessly to provide top quality hospitality. Of course these events have strong teacher contribution and this was reflected in the attendance, enthusiasm and amazing performances delivered by students. It is heartening to hear the excited chatter of students both before and after these whole school events and to see how these activities build the sense of belonging and connection that is characteristic of Plattsburg Public School.

## School background

### School vision statement

At Plattsburg Public School, we believe that by working in partnership within and beyond the school in a strategic, enthusiastic and purposeful way, we will inspire the development of:

1. confident, creative and innovative individuals;
2. critical thinkers and problem solvers;
3. engaged learners, leaders; and
4. responsible and productive citizens.

Our legacy will be building the capacity of our community to lead successful lives in the 21st century.

### School context

Plattsburg Public School is a school of over 250 students with 22% identifying as Aboriginal. Our school is located in the suburb of Wallsend and has a proud history of having provided more than 150 years of public education to the community. We have a strong P&C supportive of community events and a school community that is characterised by hard work, a fair go for all and honest friendship. School enrolment is affected by high rates of mobility. Enrolment data over the past three years indicates that, on average, only 52% of students in year 6 commenced their education at Plattsburg PS in Kindergarten. In 2016 the school experienced a 30% mobility rate.

The school has a strong focus on providing diverse learning opportunities for students to achieve. This includes significant access to technology, CAPA and personalised learning that supports differentiated learning.

Aboriginal education is a key focus. Aboriginality, identity and the diversity of Aboriginal cultures are valued, respected and promoted to ensure Aboriginal students are attending, engaged and achieving. Non-Aboriginal students both share and participate in learning about Aboriginal culture, histories and experiences.

School systems support extensive differentiated learning through Individual Learning Plans, Mini-Lit and Multi-Lit. School developed programs focus on fast recall of basic operations and an explicit approach to support students to achieve in Writing. There is a whole of school focus on Numeracy with strong data tracking of student performance.

Committed to the Callaghan Education Pathways(CEP) Plattsburg PS works in a close, highly professional and strategic partnership with both high school and primary partner schools to deliver innovative as well as outstanding academic and social curricula for students across our collective learning communities, K-12.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

In the domain of Learning, our focus has been on student well-being, curriculum and learning. The continued facilitation of personalised learning for targeted students has reaped good academic results and positively impacted on student sense of achievement and potential to achieve. The continued development of the school values has seen the design, by students, of highly iconic symbols that represent each of our four values. This has been a project based learning opportunity that has recognised and supported student creativity and notions of well being. The school developed Writing 100 strategy has been further enhanced through the regular reporting to parents/carers using the Writing Analysis Tool . Parents and Carers identified this as a highly valuable tool for them to track and understand their child's performance in Writing across the school year.

In the domain of Teaching, our focus has been on Data Skills and Use. The Early Action for Success Assistant Principal (EAfS AP) has achieved a K–6 Numeracy assessment strategy that provides individual and cohort data at regular intervals K–2. This has facilitated for teaching staff an improved capacity to identify and address explicit learning gaps. The EAfS AP scheduled regular stage meetings to discuss and share assessment tools, individual student achievements and reflect on successful classroom practices and experiences. Rigorous analysis of data underpinned consistent teacher judgement across K–2 and informed both individual and cohort directions for future teaching with an explicit focus on the achievement of expected benchmarks.

In the domain of Leadership, the focus was School Planning, Implementation and Reporting. This was largely driven by our Aboriginal teacher as she undertook the lead role in Strategic Direction 3. Consistent and collaborative implementation of well-informed cultural teaching and learning programs, opportunities and experiences for both staff and students was achieved. The executive team, working collaboratively with the principal, developed and trialled a system of tracking milestones and found a simple way to attach evidence of shift and achievement into a tracking document. This has meant the tracking, analysis and evaluation of the school's strategic directions can be recorded and maintained in one document source instead of across multiple file types and data storage.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Quality Teaching & Leadership

#### Purpose

The school will deliver quality teaching and learning programs to equip students with the necessary literacy skills to be successful 21st century learners.

#### Overall summary of progress

The continued and sustained whole school focus on Writing has supported both the development of student Writing and teacher capacity to evaluate Writing performance. The Writing Analysis tool was identified by the parent/carer community at end of year evaluations as a useful tool and a way of seeing the progression of student achievement. Student feedback on the efficacy of the Writing 100 Journal was insightful and affirmed student pride in their Writing and a desire to show their best work to parents/carers.

Whilst no whole school approach to the teaching of comprehension was instituted in 2016 significant analysis of resources was conducted. The disparity between student reading achievement and comprehension achievement was measured and an explicit assessment tool for comprehension has been articulated for 2017.

Differentiated and focussed interventions for literacy were highly successful with the majority of students attaining their Sight Word goals. The consistent attendance of volunteers to reading groups (K–2) has supported high levels of reading fluency as students have been able to regularly read aloud.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
80% of students K–2 will achieve EAfS Literacy benchmarks.	On average 63% of students K–2 achieved this target.	(LAST 1.1 FTE)
95% of students in Years 1–6 will achieve 80% or greater on a grade appropriate Fry's Sight Word list.	On average 86% of students 1–6 achieved this target.	RAM Low Level Disability \$34,825
80% of students from an Aboriginal back ground will achieve EAfS Literacy benchmarks.	On average 50% of Aboriginal K–2 students achieved this target.	(EAfS Assistant Principal)
75% of EAL/D students 1–6 will identify their year appropriate Fry's 100 Sight Words with 95% accuracy by end of year.	On average 100% of EAL/D students 1–6 achieved this target.	RAM EAI/D \$11,473 RAM Refugee \$1,422
80% of Aboriginal students 1–6 will identify their year appropriate Fry's 100 Sight Words with 95% accuracy by end of year.	On average 92% of Aboriginal students 1–6 achieved this target.	RAM Aboriginal \$16,500 NORTA NORTA \$7, 071.75
TTFM survey data in the domain of <i>Intellectual Engagement</i> indicates high levels of Effort and Quality Instruction.	TTFM data shows that students fell within the State Norm belt with female students registering higher levels of satisfaction.	

#### Next Steps

- Continue to sustain the Instructional Assistant Principal role to lead stage teams in the development of explicit comprehension teaching strategies and assessment practices.
- Replicate the systematic practices that support the implementation of EAfS Numeracy to the management of 5

weekly data captures (K–6) through the designation of staff to conduct assessments, analysis, reporting, discussion and ongoing planning.

- Improve the Writing Analysis Tool Grades 3–6 by aligning it to the Continuum and articulating it for parents/carers in plain English.

## Strategic Direction 2

### School Capability Development

#### Purpose

Lead and support teachers to acquire new knowledge, skills and behaviours in the delivery of quality teaching and learning programs that develop sound Mathematical skills to carry students throughout their education.

#### Overall summary of progress

Our Early Action for Success (EAfS) Assistant Principal has developed explicit assessment processes in Numeracy K–2. This has provided significant and individualised data on student progress and facilitated for teachers an effective means to provide tiered intervention support to individuals, cohorts and whole class.

The school developed extension of PLAN 3–6 has been effectively implemented and comprehensive individual student performance data that directs and facilitates interventions. Data analysis has ensured student attainment of requisite skills before their introduction to sequential and new concepts.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<b>Year 5 NAPLAN:</b> Students will achieve growth equal to or greater than State averages (from the same cohort (3–6 & 5–7).	2016 NAPLAN data indicates that average State growth in NUMERACY is 91.5 score points. PPS matched students averaged 105.9 score point. This is 14.4 score points above State. Of this cohort 53.3% met or exceeded expected growth.	(LAST 1.1 FTE)
<b>Year 3 Numeracy, NAPLAN:</b> 30% of students consistently enrolled K–2 achieve proficiency.	23.8% of students consistently enrolled achieved proficiency. 14.3% of students achieved the band below proficiency.	(LAST 1.1 FTE)
80% of students K–2 will achieve EAfS Numeracy benchmarks.	K – 84% 1 – 80% 2 – 42% K–2 overall 71%	EAfS Interventionist \$91,861
80% of students from an Aboriginal background will achieve EAfS Numeracy benchmarks.	K – 100% 1 – 75% 2 – 0%	EAfS interventionist (as above)

#### Next Steps

- In close collaboration with the EAfS Deputy Principal facilitate regular in-class support to staff in the administration of 5 weekly assessment through the employment of additional staff to administer, mark and analyse assessments;
- Maintain a schedule of Stage meetings where data is discussed with staff and interventions systematically planned and monitored; and
- Continue to implement the Computational Math Programme to at risk students.

## Strategic Direction 3

Quality partnerships, relationships, responsibilities

### Purpose

Working in partnership with the school community deliver quality experiences, teaching and learning programs that develop student understandings of their responsibilities to people, cultures and society.

### Overall summary of progress

Successful events were conducted across the school year in close partnership with the P&C and wider community. These included the whole school Variety Performance, the Callaghan Education Pathways (CEP) Digital Media Festival, Christmas in the Gully, the School Athletic Carnival and the Walkathon that supports the whole school Emergency Management Plan (EMP) evacuation drill. These events require significant organisation and communication and were made possible due to the trust and willingness of community to come together for a common purpose.

Aboriginal cultural activities for staff and students have also been significant this year and include performances by the school cultural dance group at: State AECG Conference, Dubbo; Aboriginal Recognition Ceremony, CEP; Remembrance Day, Wallsend RSL; NAIDOC Day Stockland Mall; and Yammalong Principal training day. The school profile is positive across our local community with many other performances having occurred at local events. All staff participated in a two day First Contact training. This professional development experience enhanced staff knowledge of the geography of Sydney Harbour and the Aboriginal perspectives of First Contact. This experience was highly rated by all staff.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Aboriginal Parent/Carer/Community, AECG representation in Sistaspeak & BroSpeak programs.	Parents and Grandparents strongly supported SistaSpeak and BroSpeak through the sharing of knowledge in the form of language, story telling, art and music.	RAM Aboriginal \$43,535
Community preferred events managed by community members in partnership with school personnel.	The P&C, along with community volunteers, coordinated the schools annual athletics carnival. All school events were scheduled in collaboration with the P&C.	
TTFM survey data indicates high levels of <i>Social Engagement</i> in the substrands of <i>Sense of Belonging, Participation and Positive Relationships</i> .	TTFM data indicates high levels of satisfaction in the Positive Relationship's domain particularly grades 5 and 6 where both genders registered 100%. In the domain of Sense of Belonging girls registered higher levels of satisfaction than boys.	Aboriginal RAM \$2,250

### Next Steps

- Continue to build on the CEP relationships and establish regular communication and collaboration with Aboriginal educators.
- Continue to measure and evaluate the academic performance of all Aboriginal students.
- Employ Aboriginal people to provide continuous support in the programming and delivery of cultural activities.
- Expand Aboriginal language learning experiences.
- Sustain positive and reciprocal relationships by continuing to collaborate with the school community openly and share in the responsibility for the management and organization of school performances, sport events and community targeted events/foci.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	Documented PLPs are in place for all Aboriginal students that have been enrolled for 10 weeks. Newly enrolled Aboriginal students and their families participate in a conversation about the planning process. Aboriginal and non-Aboriginal students have been involved in significant cultural teaching conducted in close consultation with the local AECG. Continuous professional learning experiences that build Aboriginal perspectives into school life and daily teaching occurred throughout 2016.	\$47,285 (RAM) \$7,171 (NORTA NORTA)
<b>English language proficiency</b>	Differentiated learning has been provided in Numeracy and Literacy with a focus on automaticity of recall; Liaison with interpreters to facilitate HCP and ILP development; one on one support to develop English speaking skills.	\$11,474
<b>Low level adjustment for disability</b>	Students who require high or moderate level of adjustment for disability, specific support and new arrivals or refugees are catered for within the suite of School Learning and Support strategies. High rates of mobility impact the demand on this funding area.	\$34,825
<b>Quality Teaching, Successful Students (QTSS)</b>	One Assistant Principal was allocated QTSS loading to support staff in the processes of: PDPs, Re-accreditation, New Scheme Teachers, Professional Learning, Collaborative Planning and Reflection.	FTE 0.09
<b>Socio-economic background</b>	FTE Instructional Assistant Principal facilitated the development and consolidation of teacher capacity; distributed leadership roles to staff; facilitated the delivery of quality literacy/numeracy teaching; and supported all of staff to engage in targeted professional learning.	\$74,010
<b>Support for beginning teachers</b>	In consultation with the EAfS AP the Beginning Teacher participated in a mentoring model of professional learning in Numeracy conducted across semester 1 2016. Additional time was allocated through flexible timetabling. The Beginning Teacher negotiated the use of final payment for the use if a professional learning conference with the EAfS AP.	\$4,080.73
<b>Targeted student support for refugees and new arrivals</b>	Students were catered for within the school's suite of Learning and Support strategies. This included one one and small group lessons in English language.	\$1,422 (Refugee Support)
<b>Early Action for Success</b>	The EAfS AP combined high quality leadership, a focus on individual students and early intervention to ensure K-2 students at risk of not achieving expected outcomes in numeracy were identified and receive additional and personalised support.	FTE 1 Assistant Principal EAfS \$91,861 – Interventionist

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	92	102	111	119
Girls	108	127	139	127

Enrolment data for 2016 does not reflect the mobility rate of students. The school year commenced with 11 classes. At the close of term 3 student numbers had dropped to that of 9 classes. At the end of term 4 student numbers were at 251 and commensurate with 11 classes. Aboriginal enrolment averaged 22% across the year and EALD enrolments fluctuated.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.2	93.2	93.8	93.6
1	94.2	93.1	94.2	92.1
2	94.6	95.2	95.7	93
3	96.4	94.6	94.4	95
4	94.7	94.6	93.1	92.5
5	92	93.4	96.1	93
6	93.6	91.5	94	91.6
All Years	94.5	93.8	94.4	93
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Management of non-attendance

Over all student attendance at Plattsburg sits one point below that of the State. This is a sound achievement and does not take into account the multiple absences recorded for those students that left the school but failed to re-enrol in another school for an extended period of time.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.3
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.6
School Administration & Support Staff	2.52
Other Positions	0.09

\*Full Time Equivalent

Plattsburg Public School has one permanent Aboriginal teacher; one temporary Aboriginal School Learning and Support Officer; One casual Aboriginal School Learning and Support Officer; and one casual Aboriginal Community Liaison Officer .

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	8

### Professional learning and teacher accreditation

Professional learning experiences across the 2016 school year were wide and varied with a clear line of sight to the school's strategic plan. There was a strong focus on Aboriginal Cultural Competencies and all staff attended a weekend, *Tribal Warrior*, of professional learning experiences on *Eora* land.

An outcome of the *Tribal Warrior* experience a clear understanding of the way in which the geography of Sydney Harbour contributed to the events of First Contact. Standing on the deck of the *Tribal Warrior* as it sailed past Mrs Macquarie's Chair our guide pointed out the proximity of the first European settlement to traditional Aboriginal camp sites, food sources and water source (Tank Stream).

The introduction of LMBR dominated 2016 and involved executive staff engaging in off-site training and then undertaking and trialing implementation within the

school. This was problematic due to system failures; however, staff persevered by engaging with QRGs and directing their own professional learning. The LMBR challenge will continue into 2017.

All K–2 staff were involved in explicit mentoring by the EAfS Assistant Principal. Staff were continuously guided and supported to interpret data and plan interventions for individual students.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

<b>Income</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>182 522.80</b>
Global funds	103 635.85
Tied funds	260 239.92
School & community sources	52 711.79
Interest	2 683.44
Trust receipts	401.40
Canteen	0.00
Total income	0.00
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	2 668.25
Excursions	680.61
Extracurricular dissections	15 343.67
Library	1 177.84
Training & development	155.00
Tied funds	219 908.79
Short term relief	9 105.32
Administration & office	43 390.46
School-operated canteen	0.00
Utilities	17 500.61
Maintenance	10 473.75
Trust accounts	401.40
Capital programs	0.00
Total expenditure	0.00
<b>Balance carried forward</b>	<b>0.00</b>

The information provided in the financial summary includes reporting from June 30 2016 to 31 December 2016.

In 2016 Plattsburg Public School implemented a standardised finance system (SAP) and new financial processes for all NSW Public Schools as part of the Learning Management and Business Reform. As such, changes to Customer and Supplier invoicing and payment arrangements were introduced in the latter half of 2016. Figures tabled are those at the close of June and therefore do not reflect expenditure across the whole year.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	657 802.29
(2a) Appropriation	631 581.03
(2b) Sale of Goods and Services	2 105.98
(2c) Grants and Contributions	23 171.54
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	943.74
<b>Expenses</b>	-385 562.25
Recurrent Expenses	-385 562.25
(3a) Employee Related	-249 582.04
(3b) Operating Expenses	-135 980.21
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	272 240.04
<b>Balance Carried Forward</b>	272 240.04

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	1 871 253.59
Base Per Capita	13 317.66
Base Location	0.00
Other Base	1 857 935.93
<b>Equity Total</b>	386 987.50
Equity Aboriginal	54 455.90
Equity Socio economic	174 009.71
Equity Language	11 473.92
Equity Disability	147 047.97
<b>Targeted Total</b>	72 801.73
<b>Other Total</b>	141 044.01
<b>Grand Total</b>	2 472 086.82

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

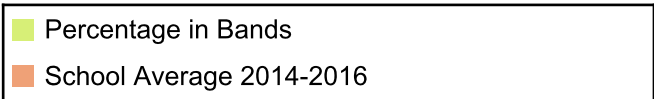
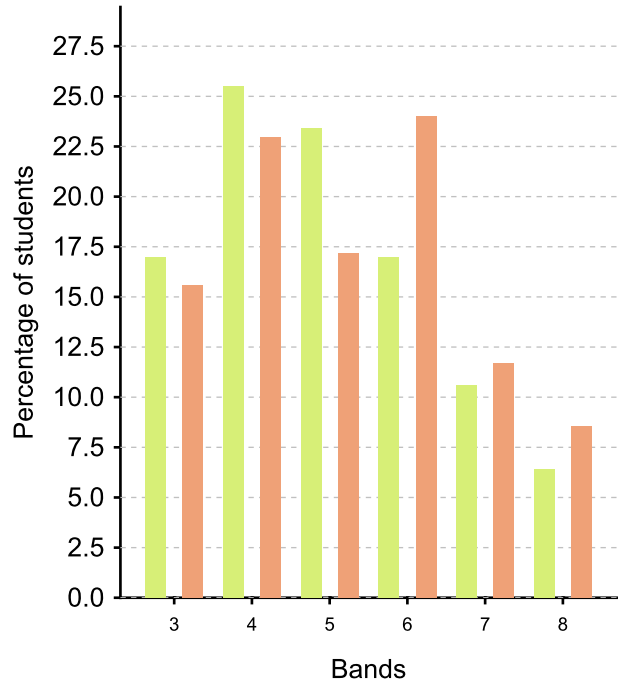
# School performance

## NAPLAN

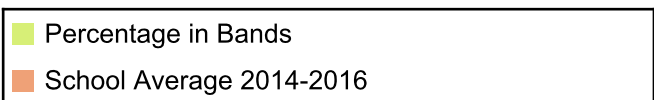
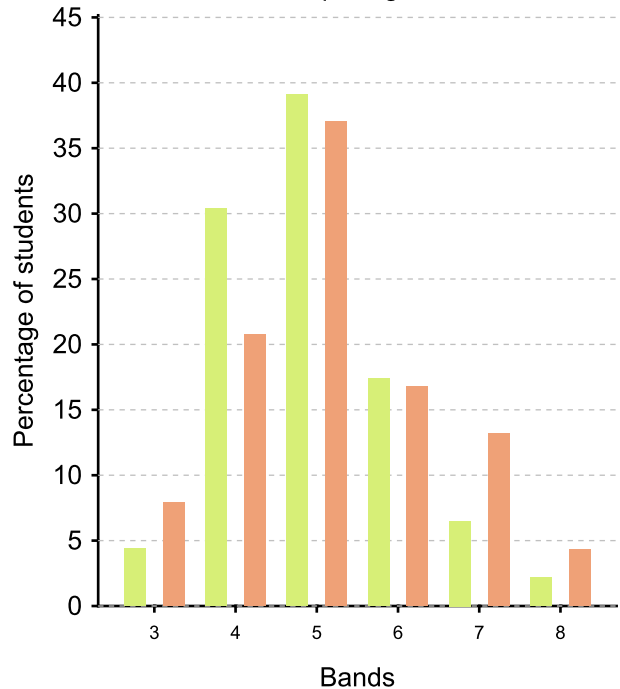
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

- Year 5 2016 NAPLAN data indicates that average State growth in READING is 80 score points. Plattsburg Public School matched students averaged 90.1 score points. This is 10.1 score points above State average.
- Year 5 2016 NAPLAN data indicates that average State growth in SPELLING is 77.5 score points. Plattsburg Public School matched students averaged 90.3 score point. This is 12.8 score points above State average.
- Average State Aboriginal growth in SPELLING was 83.9 score points. Plattsburg Public School Aboriginal students averaged 88.5 score points. This is 4.6 points above State average.
- Year 5 2016 NAPLAN data indicates that average State growth in Grammar & Punctuation is 80 score points. Plattsburg Public School matched students averaged 90.1 score point. This is 10.1 score points above State average.
- Year 3 2016 NAPLAN READING data showed 23.8% of students consistently enrolled achieved proficiency while 28.6% of students achieved the band below proficiency. Within this cohort 47% of students had a personalised learning plan.

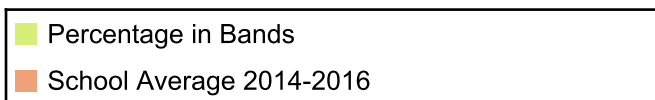
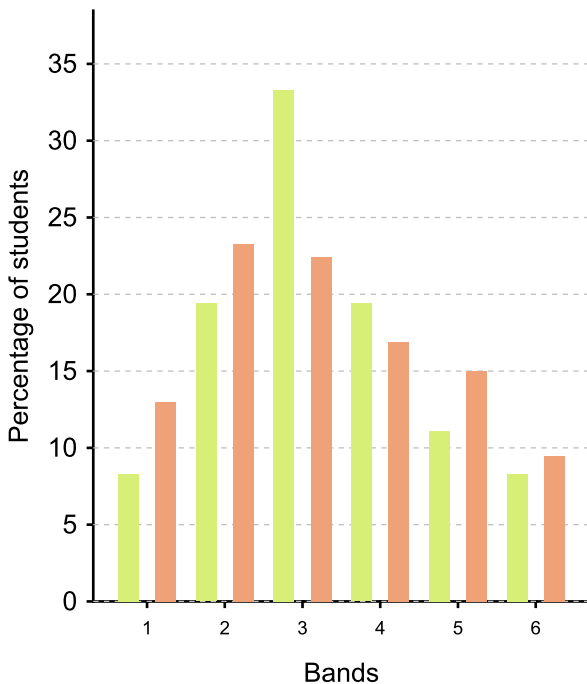
Percentage in bands:  
Year 5 Reading



Percentage in bands:  
Year 5 Spelling



Percentage in bands:  
Year 3 Reading



## Parent/caregiver, student, teacher satisfaction

### Student Satisfaction

In 2015 the students of Plattsburg Public School developed *The Four Ways to Succeed* and delineated a set of explicit values that were highly meaningful to them in their day today lives. These new values were implemented across 2016. Student satisfaction with this new approach was evaluated in two ways. The first was a focus group discussion undertaken with the principal and the 2016 school leaders; the second was a series of student interviews K–6 conducted by the school leaders.

What we did – strategies

Focus Group Discussion techniques supported an honest *warts and all* snapshot of current feelings about the new *Four Ways to Succeed*; We

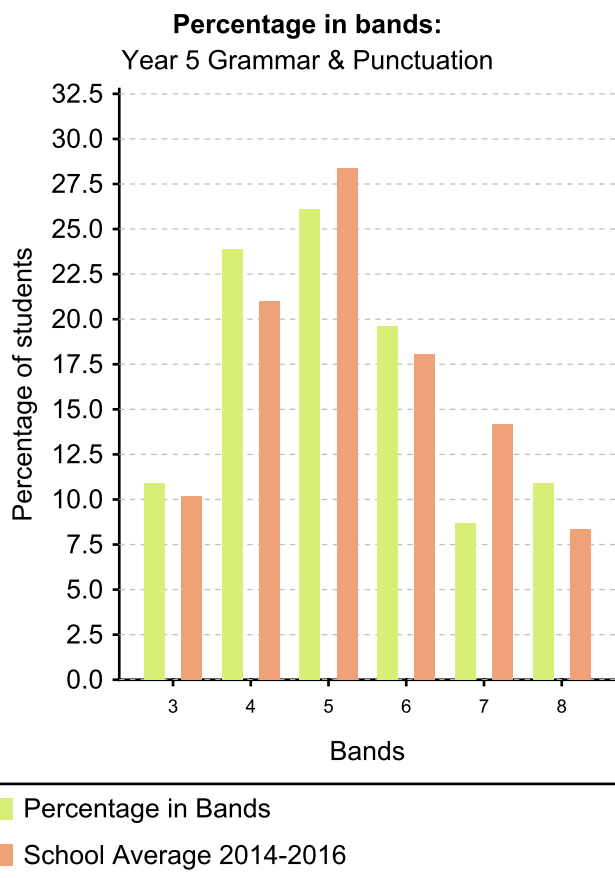
- Considered the views of every student K–6 through a video interview process.
- Responded to the findings of the Focus Group Discussion.
- Created a working party of 6 student collaborated across two days with an Art teacher from Callaghan Campus Wallsend High to design iconic symbols for each of the *Four Ways*.
- Clarified to the whole school the meaning of the Key, *Empathy*.

Findings

- Stage 3 students were not particularly interested in many of the prizes in the Dojo Case;
- Stage 3 boys did, however, like the handball prizes in the Dojo Case and preferred rubber balls to traditional tennis balls;
- K–3 students highly valued items in the Dojo case;
- The images used for the *Four Ways to Succeed* were not iconic and did not relay the meaning of each value;
- Focus Group Discussion identified *Empathy* as a value poorly understood; however, video interviews disproved this but did show a lack of understanding around the *Independence* value.
- Focus Group Discussion identified that the explanatory videos collected in 2015 had not been used again in 2016 and may have contributed to a loss of understanding of some values.

Changes in systems and practices

The authentic engagement by students in the 21st Century learning processes of collaboration, critical thinking and student responsibility for learning was again sustained through the process of evaluating the student developed values and rewards process. The practice of authentic student feedback and contribution to decision making processes was also evident in the



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Writing 100 evaluations of 2016 and, although different students were involved in each evaluative process, there is an emerging appreciation amongst students for feedback processes. Particularly where they can see their feedback being put into practice.

## Conclusion

The student developed values process of Dojos and rewards has been highly successful. Video interviews show clearly that students as young as 5 years old can identify most, if not all, four values. Supporting students to design the artwork for their values has given them real ownership and greater pride in the values. Supporting students to conduct an analysis of the 2016 implementation of their values has developed in them critical and creative thinking processes. Giving groups of students opportunities to be involved in decision making processes, development processes and analysis processes has had an exponentially positive impact on the embracement of the new values. This single factor is a strong motivator to continue this practice into 2017.

## Future Directions

- Student redesigned artwork for the *Four Ways to Succeed* commercially re-produced and displayed across the school.
- Video and student designed explanations of the core values of the *Four Ways to Succeed* embedded into whole school assembly timetable.
- Video explanations of Connecting and Independence developed.
- Student Welfare Policy reviewed by a cross section of students and amendments made as required.

## Parent Satisfaction

In 2016, the school sought the opinions of parent across the school year.

## Background

For the past six years parents and caregivers have been surveyed or participated in Focus Group Discussions with the following three questions were used to guide discussions:

Over the past two years the school has sought parent/carer feedback by using Message Media, an SMS texting tool. Message Media is used to gather opinions immediately following a school event or the introduction of something new, be that academic, social or related to student safety and well being.

## Findings

Survey responses are presented below.

1. What 3 things would you like to see stay in the school?
2. What 3 things would you like to see change over the next 3 years?
3. What 3 things would you like to see change

immediately?

- 80% of survey respondents were satisfied with the whole school performance being conducted in the school Gully;
- Survey comment responses to the Gully performance suggested improved lighting as the daylight faded;
- Survey responses (comments) to the first round of Writing Analysis sent home indicated a lack of understanding about how to read the analysis; and
- Aboriginal parent response to a survey on 2017 directions for Aboriginal education indicated approval for the teaching of language; approval for the teaching of didgeridoo and satisfaction that students would be exposed to experiences and knowledge that they themselves were not offered as students.

End of year Focus Group Discussion identified the following:

- Writing Analysis tool is comprehensive and highly valued. The explanatory notes with the second round made it easier to understand;
- Aboriginal Cultural activities are of high quality;
- The whole school performance in the Gully was timed well but lighting needs to be improved;
- CAPA activities were identified as having an uplifting effect on kids and provided them with a sense of connection to the school;
- Parents of Stage 2 and Stage 3 students identified the Wallsend Cluster of school's 'link' initiatives has a positive conduit to high school transition and a positive influence on student self-esteem;
- The new Kiss and Ride is working well and there is less congestion in Boscawen Street; however, the closure of the southern gate is problematic for parents with strollers; and
- Teacher involvement in after school activities and their work prior to events was highly valued and appreciated.

## Conclusion

High levels of satisfaction were identified at the end of year Focus Group Discussion. This can be attributed to the school's ongoing endeavours to collect feedback immediately following an event or the introduction of an initiative. Similarly the collation of opinion prior to an event or initiative and a considered response to information is positively impacting levels of satisfaction with the school.

## Future Directions

The process of collecting parent/carer feedback both pre and post is strengthening reciprocal communication and supporting a collaborative decision making process. Throughout 2017 those school activities the parent/carer body identifies as highly valued will continue to be maintained (Athletics Carnival, Whole School Performance, Cluster 'link' programs, collaborative practices with Wallsend High School, Aboriginal programs).

## Teacher Satisfaction

Review of Instructional AP (IAP) Role, Learning Support Coordinator Role, EAfS Role

In 2016 staff participated in an evaluation of the roles of staff that support and mentor them. This evaluation took the format of survey questions and focus group discussion.

### Findings

- 100% of staff were satisfied with the IAP's flexibility and capacity to be responsive to emerging or immediate needs and their access to the AIP's expertise;
- Monitoring student welfare maintaining relationships with families, organisations of support services for students was identified by staff as one of the 'most useful' aspects of the IAP's role;
- Temporary teaching staff identified the IAP's provision of extra support and advice on issues of child welfare as a 'most useful' aspect of the role – being able to provide practical classroom management strategies;
- 100% of staff identified the key roles of the LST coordinator as highly important or important. These included: Processing LST Requests; Liaison with school counsellor; Liaison with outside agencies; Management of SENTRAL LST data; Management of LST Meetings; Feedback to teachers; Managing Access Request processes;
- One of the most 'useful' roles of the LST coordinator staff identified was communication with families, agencies and themselves; and
- Staff identified GATS an aspect of the LST coordinators role they would like to see broadened (this reflects the coordinators suite of expertise and skills).

### Conclusions

2016 saw a bigger than usual mobility rate across all classes (greater than 30%). This resulted in an ongoing need for all staff to gather individual student information for students with complex backgrounds. Both the IAP and the LST coordinator were sought after to provide additional support and leadership. Staff rated the welfare, communication aspects of the IAP and LST coordinator roles as highly important and important and as being the most useful to them. Recognition was given to the importance of the AIP's coordination of professional learning and skill in managing whole school timetables to facilitate professional learning opportunities.

### Future Directions

Teacher feedback strongly infers that there be continued strategic planning that maintains the role of both the IAP and the LST coordinator roles and responsibilities. Effective reciprocal communication and

administrative management of communications that comply with DoE policies and procedures should continue to underpin these two critical roles. The changes LMBR will bring to the collation and input of student information into EBS4 will need to be systematically introduced across all staff. The IAP and LST coordinator roles will facilitate and support this change to process.

## Policy requirements

### Aboriginal education

Plattsburg Public School staff and students are strongly supported to properly and respectfully implement Aboriginal perspectives and content through a collegial and reciprocal relationship with the Mulloobinba AECG. The professional capacity of all staff continued to be developed and aligned to the Aboriginal Education and Training Policy (2008) which explicitly endorses cultural competency as a professional attribute.

### What we did – Strategies

- Engaged an Aboriginal SLSO to support the implementation of Norta Norta support.
- Engaged an Aboriginal SLSO to support the implementation of culturally based learning.
- Liaised and consulted with DEC Aboriginal officers to design a professional learning experience that would facilitate Aboriginal perspectives on First Contact.
- Celebrated NAIDOC in collaboration with CEP Aboriginal educators; Aboriginal parents, grandparents and extended families; and Aboriginal cultural teachers.
- All students learning to sing *Head Shoulders Knees and Toes* in Awabakal language; producing a video clip for the ABC Splash language competition.
- Conducted PLP processes for all students.
- All staff attended a two day professional learning experience, *First Contact*.
- Provided weekly cultural lessons of story telling, song and dance to every class.
- Engaged an Aboriginal Community Liaison Officer to work with boys in the *BroSpeak* program.
- Facilitated the *BroSpeak* and *SistaSpeak* program.
- Successfully developed an Aboriginal Cultural Dance group that performed at several key event including the 2016 State AECG Conference and the Callaghan Education Pathways Aboriginal Recognition Ceremony.
- Sang the National Anthem in Awabakal at the first *NRL Indigenous Round* at the Knights Stadium.

### Findings

- Year 5 NAPLAN data for Spelling indicates that Plattsburg Public School Aboriginal student growth was, on average, 88.5 scale points. This is



4.6 score points above that of State growth for Aboriginal students.

- Year 5 NAPLAN data for Numeracy indicates that Plattsburg Public School Aboriginal student growth was, on average, 104.7 scale points. This is 16.4 score points above that of State growth for Aboriginal students and 38.3 scale points above their non-Aboriginal peers.
- All Kindergarten students achieved their Numeracy goals as set down by the Early Action for Success.
- All Aboriginal students 3–6 achieved their grade appropriate sight words with 95% accuracy.

Parental feedback at PLP meetings (Nov.2016) indicated:

- High levels of satisfaction with the cultural education and opportunities offered at Plattsburg.
- Approval of the inclusive ways in which Aboriginal education is offered at Plattsburg. A strong desire to have culture shared with all students was repeatedly expressed.
- Pride in the Aboriginal Cultural Dance Group and the quality of their performances.

The *SistaSpeak* and *BroSpeak* programs maintain a pictorial record of all clan totems on the main entry footpath to the school. This year a black crow was added to this record to represent the *Plattsburg Mob*. This is a significant gesture and is indicative of the strong connections being developed at Plattsburg Public School.

#### Future Directions

Sustaining strong links with our families, our CEP partner schools, the AECG and Aboriginal providers of cultural education is our focus for 2017. A profile of excellence was built during 2016 and the community is keen to build on this through the Aboriginal Cultural Dance Group but also through new ideas like the filming of a grandparent reading a story in Aboriginal English and participation in events happening in the wider community. Focus too, will remain on the monitoring of Aboriginal academic performance in Literacy and Numeracy.

#### Multicultural and anti-racism education

Multicultural Education and Anti-racism at Plattsburg Public School all cultures are welcomed and supported within our school. Multiculturalism gives members of the cultures that are brought together a taste of what others have to offer. As people come together, different ideas are shared and others can learn things from cultures, things they would not have known about at all if there had not been more than one culture in their society.

Harmony Day is celebrated at Plattsburg Public School. Harmony Day celebrates Australia's cultural diversity. It's about inclusiveness, respect and a sense of belonging for everyone. It is a day for all Australians to

embrace cultural diversity and to share what we have in common. The central message for Harmony Day is that 'everyone belongs', reinforcing the importance of inclusiveness to all Australians. As with previous years, families came into our school to share aspects of their culture which included dress, cuisine, geography, history and music. This year we had a focus on Asian culture and enjoyed the colour, music and humour of a Chinese performing group.

Plattsburg accepts and is understanding towards all the cultures within the school community. This year several refugee families enrolled in our school. This has precipitated strong friendships amongst students as they break down language barriers. In particular we have worked hard to ensure a safe and consistent environment with personalised tuition in English language.